

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Swindon Village
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	76 children (18%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	Autumn Term 2023
Statement authorised by	Geraint Mills, Headteacher
Pupil premium lead	Dom Roddis, Assistant Headteacher
Governor / Trustee lead	Liz Jones, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105, 260 (76 x £1385)
Recovery premium funding allocation this academic year	£145 x 79 = £11,455
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£105, 260

# Part A: Pupil premium strategy plan

## Statement of intent

**Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, achieve high attainment across all subject areas and are provided with rich cultural opportunities that equip pupils with the knowledge and cultural capital they need to succeed in life.**

**We support all children to achieve this through high quality teaching and support in all subjects and through the provision of cultural and extra-curricular activities that promote independence, resilience, a positive attitude to learning and the acquisition of life skills.**

**We nurture and empower each and every child to ‘be the best they can be’ in every sense: academically, socially and behaviourally.**

**The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers.**

**High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils may require the most support.**

**Implicit in the intended outcomes detailed below, is the intention that the disadvantaged pupils’ attainment will be sustained and improved alongside progress for their non-disadvantaged peers.**

Some of our key strategies are:

- ensuring our curriculum is strategically designed to inspire the children through engaging and stimulating learning opportunities and exciting, memorable enrichment activities
- Investing significantly and smartly in highly skilled teachers and teaching assistants to ensure a quality first teaching approach.
- ensuring disadvantaged pupils are routinely challenged in the work that they’re set
- ensuring that regular monitoring throughout all whole curriculum subjects ensure the best possible support, progress and attainment
- all staff intervening and acting promptly as soon as there is a point of need identified
- adopting a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve e.g. developing meta-cognition and self-regulation strategies, having high personal expectations, attending extra-curricular clubs etc.
- ensuring our dedicated Inclusion and Pastoral Support Team support pupils and families to ensure their best academic, social and mental well-being development
- maintaining regular and effective communication with all appropriate stakeholders to promote the best outcomes for the disadvantaged pupils

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p><b>Basic Skills: phonics and reading</b></p> <p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p>
2	<p><b>Understanding and retention of core vocabulary and knowledge</b></p> <ul style="list-style-type: none"> <li>From our assessments in writing, reading and also our drive on knowing more and remembering more, we have found that disadvantaged children's vocabulary and understanding of words/phrase/sentences is more limited than non-disadvantaged children.</li> </ul>
3	<p><b>Disadvantaged Children who have Special Educational Needs</b></p> <ul style="list-style-type: none"> <li>From our assessments and observations there is a growing correlation between DA children and children on our SEND Register. The number of pupils currently (2022/23) on the DA/PP + SEND register has grown from the previous year (2022/23).</li> </ul> <p>2021-2022: 70 pupils on the SEND register. 24/70 (34%) DA/PP +SEND 2022-2023: 72 pupils on the SEND register. 25/72 (35%) DA/PP +SEND</p>
4	<p><b>Cost Of Living Crisis</b></p> <ul style="list-style-type: none"> <li>We anticipate that a number of our families will be burdened financially throughout 2022-23 with the rising costs of living. This will impact on the participation in experiences or other activities that have cost implications.</li> </ul>
5	<p><b>Family Circumstances and/or Lack of Family Engagement:</b></p> <ul style="list-style-type: none"> <li>Observations and monitoring indicates there is a growing reluctance or an inability due to change in family circumstances to reinforce taught skills at home e.g. reading and basic maths skills</li> </ul>
6	<p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>Our attendance data over the last 12 months indicates that our persistent absences (PA) attendance among disadvantaged pupils has grown between non-disadvantaged pupils.</li> </ul>
7	<p><b>Positive mental health, well-being and establishing personal development skills</b></p> <ul style="list-style-type: none"> <li>Our inclusion team have noted an increase in the number of children and families who have needed post-Covid support to maintain improved well-being and positive mental health.</li> <li>a number of our children, including those from disadvantaged backgrounds, have found it challenging to effectively establish and nurture their Personal Development skills</li> </ul>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improving teaching and learning, for all pupils means attainment and progress for all is improved.</p>	<p>Staff continually reflect on their practice and continually develop aspects of their planning and teaching so that the children learn more and remember more.</p> <p>Feedback and marking impacts positively on learning</p> <p>Learning is matched to the appropriate 'age and stage' of individual pupils.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils, specifically in the EYFS.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Aim: 6/6 (100%) DA/PP of our Foundation Stage (Reception) pupils pass their Early Learning Goals for Speaking &amp; Listening by the end of 2022/23.</p> <p>Aim: 100% uptake and attendance of KS2 DA/PP pupils who have been invited for Reading Tuition activities.</p>
<p>To improve phonics outcomes in KS1.</p> <p>To ensure any children with gaps in their phonics have a daily catch up program.</p>	<p>The Sounds Write scheme is to be used daily. Adult training and careful planning will ensure there is complete 'fidelity' to the scheme. Daily 'catch-up' programs in Years 1 and 2 will run for children who have been identified with gaps in their phonics knowledge.</p> <p>Prioritising the daily teaching of Phonics throughout the year to ensure the best possible pupil outcomes.</p>
<p>Improved <b>Reading</b> attainment among disadvantaged pupils.</p>	<p>Based on their current judgements for Disadvantaged children in our current Y4 class our reading at KS2 outcomes in 2024/25 will show that 77% of disadvantaged pupils will meet the expected standard.</p> <p>Aim:100% uptake and attendance of DA/PP pupils who have been invited for Reading Tuition activities.</p> <p>Aim:100% of DA/PP Year 6 children who don't have SEND barriers are at least EXS by the end of Year 6 (SATs data 2022-2023)</p>
<p>Improved <b>Writing</b> attainment among disadvantaged pupils.</p>	<p>Based on their current judgements for Disadvantaged children in our current Y4 class our writing at KS2 outcomes in 2024/25 will show that 77% of disadvantaged pupils will meet the expected standard.</p> <p>Aim:100% of DA/PP Year 6 children who don't have SEND barriers are at least EXS by the end of Year 6 (SATs data 2022-2023)</p>
<p>Improved <b>Maths</b> attainment for disadvantaged pupils at the end of KS2.</p>	<p>Based on their current judgements for Disadvantaged children in our current Y4 class our maths at KS2 outcomes in 2024/25 will show that 77% of disadvantaged pupils will meet the expected standard.</p>

	Aim:100% of DA/PP Year 6 children who don't have SEND barriers are at least EXS by the end of Year 6 (SATs data 2022-2023)
Improved <b>SPAG</b> attainment for disadvantaged pupils at the end of KS2.	Aim:100% of DA/PP Year 6 children who don't have SEND barriers are at least EXS by the end of Year 6 (SATs data 2022-2023)
To ensure our children have well-established opportunities to build and sustain their Personal Development skills.	Our aim is to teach children how to navigate through life safely, happily and healthily as good citizens in society. Children are growing up in a world that is constantly changing and it is the duty of all the staff at school in partnership with the parents teach the children transferable life skills. We teach children about the world around them, relationships, emotions, reproduction and health, as well as transferable skills to help with life. We consistently promote the British values and our school values.
To ensure all pupils have the opportunity to develop their cultural capital by being fully included and involved in all the SVPS memorable experiences.	Our aim is to ensure that all children have the opportunity to immerse themselves in all the memorable experiences offered in our curriculum. See the memorable experiences document outlining the opportunities available to pupils on their journey through SVPS from Reception to Year 6.  <div style="border: 1px solid black; padding: 5px;"> <p><a href="http://www.swindonvillage.co.uk/Uploads/SVPS/Documents/A%20bucket%20ful%20of%20experiences.pdf">http://www.swindonvillage.co.uk/Uploads/SVPS/Documents/A%20bucket%20ful%20of%20experiences.pdf</a></p> <p><a href="http://www.swindonvillage.co.uk/Uploads/SVPS/Documents/SVPS%20Year%20Group%20Excursion%20Overviews%20new.pdf">http://www.swindonvillage.co.uk/Uploads/SVPS/Documents/SVPS%20Year%20Group%20Excursion%20Overviews%20new.pdf</a></p> </div>
To achieve and sustain improved well-being and positive mental health in all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• A positive attitude towards school life demonstrated by high attendance figures</li> <li>• Positive engagement in lessons and strong performance in curriculum subjects including maths and reading demonstrated by improving Assessment Data, positive Annual School Report Comments etc and a reduction in the attainment gaps between disadvantaged and non-disadvantaged pupils</li> <li>• Positive mental well-being demonstrated by positive outcomes for pupils being supported for mental well-being challenges</li> </ul>
To ensure KS2 children are on track to be secondary ready by the end of Year 6.	<ul style="list-style-type: none"> <li>• In addition to being ready academically (SATs), pupils are socially and emotionally prepared for the transition to secondary school.</li> <li>• Where appropriate, children are supported with life skills to aid the transition to secondary school (eg how to catch a bus, how to cook a basic nutritious meal independently etc.).</li> </ul>

<p>To achieve and sustain improved extra-curricular attendance for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• An increase from 56% (DA/PP 2021-22) to reach an initial target of 70% (DA/PP) in <b>autumn</b> 2022-2023 participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• An increase from 70% (DA/PP 2021-22) to reach an initial 75% (DA/PP) in <b>spring</b> 2022-2023 participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• An increase from 59% (DA/PP 2021-22) to reach an initial 70% (DA/PP) in <b>summer</b> 2022-2023 participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
<p>To improve and sustain parental engagement with pupils' school progress and attainment, particularly for our disadvantaged pupils.</p>	<p>Sustained high levels of parental engagement during 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• 100% of Disadvantaged families to attend Parents' Evening meetings (either in person or virtually – where appropriate).</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 20%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 50%.</li> <li>• for 2022/23, the percentage of <b>all</b> pupils who are persistently absent (PA) being below 4%.</li> <li>• for 2022/23, the percentage of non-DA/PP pupils who are persistently absent (PA) being below 4% of the non DA/PP pupils</li> <li>• for 2022/23, the percentage of DA/PP pupils who are persistently absent (PA) being below 7% of the DA/PP pupils</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Basic Skills</p> <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 3</p>
<p>Basic Skills</p> <p>Ongoing purchase and training of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> (Sounds Write) to secure strong phonics teaching for all pupils throughout the school.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 7</p>
<p>Basic Skills</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1, 2, 3, 7</p>



<p>guidance in school and to access Maths Hub resources and CPD (including Teacher trained to delivery Mastery approach in school and externally).</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	
<p><b>Smaller Group Teaching for Maths and English</b> Y4 and Y6 the Deputy Head each morning to allow for more targeted, matched teaching and learning (Y4 English, Y6 Maths).</p> <p>All Class have a PM TA support.</p>		<p>1, 2, 3, 7</p>
<p><b>Employment of an external SIP</b> X3 school reviews each academic year which ensures that staff are moving their learning forward and producing better outcomes for our disadvantaged children</p>	<p><a href="https://blog.teamsatchel.com/how-important-are-sips-and-sefs-in-the-new-ofsted-framework">https://blog.teamsatchel.com/how-important-are-sips-and-sefs-in-the-new-ofsted-framework</a></p>	<p>1,2,3</p>
<p><b>Personal Development</b> To purchase a scheme and ongoing training to enable all teachers and support staff to effectively deliver high quality Personal Development lessons throughout the school. This will produce better outcomes for our disadvantaged pupils. Purchase S.C.A.R.F.</p>	<p>Our aim is to teach children how to navigate through life safely, happily and healthily. Children are growing up in a world that is constantly changing and it is the duty of all the staff at school in partnership with the parents teach the children transferable life skills. We teach children about the world around them, relationships, emotions, reproduction and health, as well as transferable skills to help with life. We consistently promote the British values and our school values.</p>	<p>3, 4, 5, 6, 7</p>



## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 3</p>
<p>KS1 Homework Club X1 weekly 45 min staff led club for children who are not able to complete homework on a regular basis.</p>	<p>During these sessions, adults will be used to support the children with their English Reading, English Spelling and Maths Number homework.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 2, 5, 7</p>
<p>Woodland Room targeted academic and social skills support, linking structured small group interventions to classroom teaching and the curriculum.</p>	<p>The Woodland Room provides a nurturing environment in which the children can work in small groups on activities matched specifically to their needs and stages of development and experiences.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p>	<p>1, 2, 3, 6, 7</p>

<p>Teaching children about successful self-regulation strategies.</p>	<p>In the Woodland Room, children have the opportunity to spend time being taught and then identifying how they can be responsible for achieving positive outcomes in social and academic situations</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?utm_source=/education-evidence/early-years-toolkit/self-regulation-strategies&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?utm_source=/education-evidence/early-years-toolkit/self-regulation-strategies&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	
<p>NELI/Oral Skills Targeted regular small group NELI intervention run in Reception</p>	<p>NELI is designed to improve the language skills of reception pupils (aged 4–5) and involves scripted individual and small-group language teaching sessions delivered by trained teaching assistants (TAs).</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Nuffield_Early_Language_Intervention.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Nuffield_Early_Language_Intervention.pdf</a></p>	<p>1,3, 7</p>
<p>Priority Readers x3-x5 30mins daily sessions targeted for 1:1 reading</p>	<p>Within these sessions, the aim is to teach metacognition and self-regulation strategies to develop comprehension and reading skills, foster the pupils' love for reading and for the children to view themselves as successful readers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1, 5</p>

<p>Teaching Assistant led groups including</p> <ul style="list-style-type: none"> <li>• <i>MOT [maths on track]</i></li> <li>• <i>Pre/Post- teach</i></li> <li>• <i>Daily reading activities including supporting language for comprehension</i></li> </ul>	<p><b><u>Evidence from EEF</u></b></p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 2, 7</p>
---	--	----------------

## Wider strategies (e.g., attendance, behaviour, well-being, PD)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Cultural Capital / memorable life Experiences /</b> Trips/In-house Experiences: Embedding a Memorable Learning Experiences progression Document. DA children to receive 50% reductions for all experiences.</p>	<p>In addition to developing the physical and mental well-being of our pupils, we believe participation by all pupils, especially our Disadvantaged pupils in school visits, outdoor activities and residential visits, will help instil positive habits in later life and will help give the children increased exposure to 'Cultural Capital'. No child to miss out on life skills and enrichment activities due to financial constraints.</p> <p><a href="https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/articles/childrensengagementwiththeoutdoorsandsportsactivitiesuk/2014to2015">https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/articles/childrensengagementwiththeoutdoorsandsportsactivitiesuk/2014to2015</a></p> <p>EEF toolkit: Outdoor adventure learning Moderate impact/ moderate cost/ moderate evidence +4 months impact</p>	2, 4, 5, 6, 7
<p><b>Uniform + Milk</b> Families qualify for £30 towards uniform every year. All Disadvantaged children receive daily milk as part of our offer</p>	<p><a href="https://hansard.parliament.uk/commons/2017-03-28/debates/17032871000001/Children%E2%80%99SHealthAccessToMilk">https://hansard.parliament.uk/commons/2017-03-28/debates/17032871000001/Children%E2%80%99SHealthAccessToMilk</a></p>	4, 5, 7
<p><b>Swimming:</b> All KS2 children to have 30 weeks of swimming. DA children to receive 50% reductions for all experiences.</p>	<p>Enabling a reduced cost for Disadvantaged children to remove the financial barrier. Swimming is a vital life skill and is important for maintaining a healthy mental and physical well-being.</p> <p><a href="https://www.gov.uk/government/news/drive-to-ensure-all-children-can-swim-by-end-of-primary-school">https://www.gov.uk/government/news/drive-to-ensure-all-children-can-swim-by-end-of-primary-school</a></p>	2, 4, 5, 7
<p>Small Group Pastoral Interventions – to achieve and sustain</p>	<p>Nurture groups are founded on evidence-based practices and offer a short-term, inclusive, focused intervention that works</p>	2, 3, 6, 7

<p>improved well-being and positive mental health in all pupils in our school, particularly our disadvantaged pupils.</p> <p>For example: Nurture Cooking x1 weekly session where children are encouraged and taught how to share their feelings, overcome concerns about food, develop healthier eating habits and develop self-esteem.</p> <p>Garden Of Hope (Bereavement) Group: 2 groups, fortnightly sessions throughout the academic year.</p>	<p>in the long term. Our nurture groups typically consist of between 3 and 12 children depending on their needs and the activity.</p> <p>Each group is run by up to two members of staff. Children attend nurture groups at set times throughout the school day but remain an active part of their main class group, spend appropriate times within the nurture group according to their need and typically return full time to their own class within a term (or longer if an individual needs additional nurture support).</p> <p><b>EEF Evidence</b></p> <p>Self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?utm_source=/education-evidence/early-years-toolkit/self-regulation-strategies&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?utm_source=/education-evidence/early-years-toolkit/self-regulation-strategies&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p> <p>Nurture cooking evidence:</p> <p>CEDAR (centre for diet and activity research) have commissioned a range of studies which highlight the need the positive impact of a healthy diet on educational standards</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/covid-19/Impact_of_Covid_on_Learning.pdf?v=1669324893">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/covid-19/Impact_of_Covid_on_Learning.pdf?v=1669324893</a></p>	
<p>1:1 / 1:3 emotional support (TLC Time, Animal Therapy, Lego</p>	<p>Our pastoral leads run many interventions and 1:1 tuition for children who require additional social, emotional and behavioural support.</p>	<p>3, 5, 6,7</p>

<p>Therapy, Drawing and Talking therapy).</p>	<p>We have a timetable of children who seen weekly.</p> <p>This also allows us to provide interventions following on from child protection/child in need/early help plans.</p> <p>The pastoral support/ family support extends to advising and supporting the families in their home settings</p> <p>Many children are focusing on self-regulation and zones of regulation across the whole school.</p> <p><b>EEF Evidence</b></p> <p>Self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress</p> <p><a href="https://www.gov.uk/guidance/pastoral-care-in-the-curriculum">https://www.gov.uk/guidance/pastoral-care-in-the-curriculum</a></p>	
<p>Attendance Improvement Meetings (AIMs) to ensure Disadvantaged Pupils' attendance is in line with our whole school attendance expectations.</p>	<p>Case studies of PP children and attendance.</p> <p><b>“Being Present: The Power of Attendance and Stability for Disadvantaged Pupils”</b></p> <p><a href="https://eric.ed.gov/?id=ED594391">https://eric.ed.gov/?id=ED594391</a></p> <p>EEF Toolkit- Parental engagement: Moderate impact/ moderate cost/ moderate evidence +3 months</p>	<p>5, 6, 7</p>
<p>Family support / pastoral care</p>	<p>Our pastoral team work with families in school and at home in the family setting to ensure positive schooling experiences for children and adults.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>4, 5,6, 7</p>

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

<b>EYFS Good Level Of Development:</b>				
	SVPS 2022		National	
Good Level Of Development	70%		65%	
<b>Phonics:</b>				
	SVPS 2022		National	
Phonics Y1 Pass	80%		76%	
Phonics Y2 Pass	93%		91%	
<b>Key Stage 1:</b>				
	SVPS		National 2022	
Reading – Teacher Assessment	70%		67%	
Writing –Teacher Assessment	67%		58%	
Maths – Teacher Assessment	73%		68%	
<b>Key Stage 2:</b>				
% of children at Expected Standard	SVPS 2022	National 2022	Scaled Score SVPS	Scaled Score National 2022
Reading -Test	67%	74%	104	
Writing – Teacher Assessment	69%	69%	NA	
Maths - Test	78%	71%	104	
Grammar, Punctuation and Spelling - Test	77%	72%	107	
Reading, Writing and Maths combined	60%	59%	NA	



## **KS1 PHONICS DATA:**

- OVERALL, 80% (4% above National) of our Year 1 passed their Year 1 Phonics test (this shows the positive impact of Sounds Write)
- 3/7 PP (43%) passed phonics screening
- Those who didn't pass, 1 child was 1 mark off
- All children were given daily intervention in Year 1 in addition to the class daily phonic sessions. They have also continued to have daily PHONICS in Year 2 (AND A 30 MINUTE CATCH-UP PHONICS SESSION IN THE AFTERNOON).

## **YEAR 2 SATS DATA FOR PP (11 IN GROUP):**

### **READING:**

- EXS+: PP 8/11 (73%) / NON-PP 36/49 (69%)
- GDS: 0/11 (0%) / NON-PP 0/49 (0%)

### **WRITING:**

- EXS+: 6/11 (55%) / NON-PP 34/49 (69%)
- GDS: 0/11 (0%) / NON-PP / 6/49 (12%)

### **SPAG:**

- EXS+: NA
- GDS: NA

### **MATHS:**

- EXS+: 6/11 (55%) / NON-PP 38/49 (78%)
- GDS: 0/11 (0%) / NON-PP / 27/49 (13%)

## **YEAR 6 SATS DATA FOR PP 14 IN GRP):**

### **READING:**

- EXS+: PP 7/14 (50%) / NON-PP 33/46 (72%)  
(3 pupils got 99 and needed 100 for EXS – papers sent back for remarking – not upheld)
- GDS: 1/14 (7%) / NON-PP 21/46 (46%)

### **WRITING:**

- EXS+: 10/14 (71%) / NON-PP 36/46 (78%)
- GDS: 0/14 (0%) / NON-PP / 11/46 (24%)

### **SPAG:**

- EXS+: 10/14 (71%) / NON-PP 36/46 (78%)
- GDS: 1/14 (7%) / NON-PP 19/46 (52%)

### **MATHS:**

- EXS+: 8/14 (57%) / NON-PP 39/46 (85%)
- GDS: 0/14 (0%) / NON-PP / 11/46 (37%)

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI	Nuffield
Sounds Write	Sounds-Write Ltd
Accelerated Reader	Renaissance Learning
SCARF	Coram Life Education
Cracking Comprehension	Rising Stars

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
N/A	
N/A	